


## Beginning with Fiction

### Lesson Preparation

Daily Lesson 9	READING	
	TEKS	Ongoing TEKS
<b>Key Understandings and Guiding Questions</b>	E1.5A,D	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Understanding connections between literary elements facilitates the reader's ability to make meaning of text.</li> <li>— What techniques do authors use to help the reader make connections?</li> <li>Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message.</li> <li>— How do authors use literary techniques to communicate a message?</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Foreshadow</li> <li>Flashback</li> <li>Parallel plot structure</li> <li>Nonlinear plot</li> </ul>	
<b>Attachments and Resources</b>	<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Fictional text (class set)</li> <li>Chart paper (if applicable)</li> </ul>	
<b>Advance Preparation</b>	<ul style="list-style-type: none"> <li>Teacher Resource: <b>English 1 Unit 01 Writing Appetizer</b> (1)</li> </ul> <ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Continue reading the novel or select a second fictional short story to be used during Daily Lessons 9-11. The short story and novel must include a nonlinear plot structure for the purpose of instruction and, if possible, be written by an author from a non-English-speaking literary tradition.</li> <li>3. Refer to Teacher Resource: <b>English 1 Unit 01 Writing Appetizer</b>, Writing Appetizer #5. Prepare to <b>Think Aloud</b> and brainstorm a theme, conflict, and a character based on a one-word thematic concept. Students have been using a quotation and a photograph as inspiration for brainstorming, so the Think Aloud will have to go farther, demonstrating developing associations and generalities about one concept and fleshing those out into plausible ideas for a literary story. Prepare accordingly.</li> </ol>	
<b>Background Information</b>	<p>Flashback - an interjected scene that takes the narrative back in time from the current point the story has reached</p> <p>Foreshadowing - the use of hints or clues in a narrative to suggest what action is to come</p> <p>Subplot - a secondary or minor plot in a literary work which may contrast with the main plot, highlight it, or be completely unrelated</p>	

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	<p>Parallel plot structure - two or more major plots that occur within a story and usually intersect</p> <p>Non-linear plot - a plot becomes non-linear through the use of literary techniques; may be hard to follow and seem somewhat disorganized</p> <p>Thematic concept – a general term that encompasses a universal experience, e.g., love, loss, youth, nature. Themes or thematic statements may be developed from thematic concepts.</p>
Teacher Notes	<div data-bbox="323 406 399 474"></div> <p>Identifying the plot in a story is challenging because it may follow a traditional form in one story and take a more complex form in another story. A nonlinear plot may be hard to follow and appear somewhat disorganized.</p>

## Instructional Routines

### READING

Daily Lesson 9	
<b>Duration and Objective</b>	Suggested Duration: 50-60 min.  <u>Content Objective:</u> Students identify literary elements used in nonlinear plots and analyze their effects on the text.
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Writing Appetizer</li> <li>2. Review linear plot structure by drawing a plot line. Explain to students that many authors choose to use a nonlinear plot to tell their stories. These authors use literary techniques in order to make this possible without being confusing to the reader.</li> <li>3. Instruct students to draw a chart with the following labels: <i>Literary Elements</i>, <i>Examples from Books/Film</i>, and <i>Author's Purpose and Examples from the Text</i>. Define and discuss the following literary elements: <i>foreshadowing</i>, <i>flashback</i>, <i>sub-plots</i>, and <i>parallel plot structure</i> as students record the information in the Reader's Notebook. <b>Think Aloud</b> as you identify examples and encourage students to add their own examples from either text they've read or from films they've seen.</li> <li>4. Discuss why an author might choose this type of plot structure as students record information in the third column of their chart. Ask: <b>What type of story would lend itself to a nonlinear plot? Do you think an author makes a conscious decision about the plot before they ever begin writing? What type of story would you write if it had to be in a nonlinear plot format?</b> Instruct students to discuss their responses with a partner and then with the class.</li> <li>5. Explain to students that the novel or short story #2 uses a nonlinear plot to tell the story. (Introduce short story #2, if applicable, and provide background information about the text.)</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. Students continue reading the novel or short story individually or in small groups.</li> <li>2. Students identify examples of literary elements and write them in the fourth column of the organizer.</li> <li>3. Monitor and support students if necessary. If students struggle with reading the text, engage in Small-Group Instruction with these students.</li> </ol>
<b>Closure</b>	1. Ask: <b>Why do you think an author would use nonlinear plot to tell his/her story?</b> Discuss responses.